

Kings Open Extended Day

a unique collaboration between the
Cambridge Public School District and
the City of Cambridge Department
of Human Services Programs (DHSP)

The King Open Extended Day is also known as KOED

The program is often called:

- Co-ed
- K. O. E. D
- Extended Day
- The King Open After school
- The King Open Extended Program

We are very deeply embedded in the King Open community so whatever name we are called people know who we are.

The King Open Extended Day is an afterschool program that is completely integrated into the King Open School. Only enrolling children from King Open, Extended Day supports children's social and academic learning and provides children enrolled with a holistic school experience from the moment they enter the King Open building to the time that they are picked up from afterschool.

History of KOED

The King Open Extended Day (KOED) opened in September 1999, as part of the Harrington School, and was known as the Harrington Extended Day program. The Harrington Extended Day was created as a pilot program offering sight based support to the students of the Harrington school through full time head teachers who worked part of their days in the Harrington classrooms. The first manager of the program was then Harrington Assistant Principal Aida Barros.

In September of 2003, the King Open School moved to its current location as part of a city-wide schools consolidation effort. The extended day program was renamed the King Open Extended Day. It was at this point in the program's history that a child-centered focus and holistic community minded approach was developed by the then new manager, a former Harrington teacher, Daniel Weinstock.

Today KOED:

- values social learning equally with academic learning
- teaches children strategies for social interactions and coping skills
- uses Project Based Learning units for curriculum delivery and the Responsive Classroom approach to teaching
- staff create a safe, child centered environment that responds to the individual needs of children while also building teamwork and community
- KOED's head teachers create a menu of activities and learning experiences for children that offer a large picture of the community they live in and the world they will be shaping later in life

Program Structure

- A partnering duo of one fulltime Head Teacher and one part-time Assistant Teacher is responsible for a group of children with a varying number per group ranging from 15 to 25.
- There are 3 support teachers one for the 1st/2nd, 3rd/4th and 5th/6th. Each support teacher works a 19.5 part-time schedule and their roles are to support their grade level classes when staff are absent or at times the Head Teachers deem necessary.
- Children are grouped in the same dual grade groups as the King Open School. There are
 - 2 Kindergarten classes with a max enrollment of 15 children per class
 - 2 1st/2nd classes with a max enrollment of 18 children per class
 - 2 3rd/4th classes with a max enrollment of 18 children per class
 - 1 5th/6th class with a max enrollment of 25 students
- KOED does ongoing enrollment throughout the school year and has a total population of 120-130 King Open students. Current enrollment is 121.
- The staff teams from each combined grade level work together to plan joint activities, share their knowledge and support each other's efforts to ensure the children are receiving the most developmentally appropriate experiences while they are at King Open Extended Day.

KOED is license exempt by the Department of Early Education and Care (EEC) because it is considered a school based program of the King Open.

All front line staff (head teachers, assistant teachers and support teachers) are employees of the City of Cambridge Dept. of Human Service Programs (DHSP).

KOED is administered by:

- The program manager, Bucky O'Hare, a CPSD employee who is currently supervised by the King Open principal, Darrell Williams, and DHSP's Assistant City Manager, Ellen Semonoff
- The assistant program manager, Carmen Cohen, a DHSP employee
- The office aid, Jean Guirand, a 19.5 part-time administrative assistant, a DHSP employee

KOED starts the first day of school in September and ends the last day of school in June. It is open at school dismissal, 2:45pm this school year, and closes at 6pm. KOED is also open for full day care, 8am to 5:30pm, during school vacation weeks and select religious holidays.

KOED's budget is administered through DHSP. Monthly fees are assessed and collected using the same practices of the DHSP child care programs. Because KOED is license exempt, EEC income eligible and DCF vouchers cannot be accepted but vouchers through resource and referral agencies can be accepted.

KOED in the King Open School

KOED Head Teachers spend a portion of their work day in the King Open classrooms. Activities include:

- One on one support for children
- Co-teaching with King Open faculty
- Small group facilitation
- Participation in IEP meetings and other support meetings
- Support of recess and lunch
- “Lunch Bunches” in which KOED teachers facilitate small groups of students during lunch times

Space Usage

KOED uses King Open classrooms as well as the King Open gym, cafeteria, auditorium, computer lab, library and recess area.

Daily schedules typically look like:

2:45pm - students report to KOED in the cafeteria

3pm – students go to recess

3:45pm – students go to the cafeteria for snack

4pm – students enter their King Open shared classroom and begin homework

4:45 or 5pm - (depending on the grade level) students participate in activities

6pm – End of the after school day.

Each class at KOED is encourage to develop their daily and weekly schedules to be responsive to the interests and needs of the students so schedules can vary. Also each grade level team is encouraged to plan and schedule in conjunction.

Because of the realities of sharing space in a large school with so much programming going on. Staff and students have been very creative in use of space using every inch of the building; including hallways on rainy days!!

Kindergarten

Super Readers - Safrya Browne-Cherisme & Ralynda Rivera

This year the focus for my classroom is basic skills readiness, although we are working on building a cohesive community and family outreach. The main focus is skill readiness. Most of the activities are done with an Art component and last about 45 minutes.

Activities include

- Cutting and Pasting -fine motor skills
- Play dough - fine motor skills, Alphabet (name plates)
- Math games - number recognition, number sense and math strategies
- Read Aloud, Book Browsing and Library Visits - language development
- Sequencing activities - for students with memory issues
- Free Choice activities - developing social skills

The Young Achievers – Diangha Lamery & Crystal Smith

- We like to promote both academics and fun in our classroom.
- We believe that learning is vital to the well being of our kids, with the combination of recreational activities to keep children young and alive.
- We see our class as a safe zone for children to learn, to be themselves. We would like to see the classroom as a foundation to help our children grow into their own.
- We see to it, that our families are involved and that we are forming lasting relationships with them.
- It's our goal to create an atmosphere that is inviting, respectful, caring, and most of all a place where we can all support one another in the best way possible.
- All of this is done with the intention of helping our children be children. Therefore, it is our great privilege to give them the opportunity to be just that.

1st/2nd Grades

**Fast Panda
Allstars - Jacque
Burns & Hashim
Siraji; support
teacher Annie
Boursquot**

We are focusing on bringing confidence to our children. We want them to be independent yet be able to work with others successfully. We have a structured afternoon with built in choices which allows the children to be responsible and learn how to make choices.

**Green Beetle Leaders – Vanessa Freeman
& Dan Crohn**

Our focus is to provide a friendly, safe, and nurturing after-school environment. By focusing on emotional development and project based learning activities, I hope to create a classroom community where children thrive socially and academically.

Academic interventions include one-on-one reading times, one-on-one homework assistance, daily read alouds that model good reading strategies and build interest in literacy and math.

3rd/4th Grades

Royal Soldiers – Kamala Kindell & Steve Fleureus

We consider ourselves to be Royal Soldiers because we aim at doing everything to the best of our capabilities.

The culture of our class is to engage all of our students learning in a fun way. We try to do things that many of our children will not experience or learn during the school day. We do this by project based learning units, academic games and challenges and team building games. Our activities are built into our classroom structure; our curriculum is of our classroom culture.

Academic activities we do as a Royal Soldier family:

- Message board (every day)
- Word of the day-national spelling bee words (Mon-Thurs)
- Thought of the day-critical thinking (Wed)
- Homework-one on one help is provided if needed (Mon-Thurs)
- Read aloud (Fri)
- Spelling quizzes, challenges or group spelling bee (Thurs)
- Black History projects (Feb)
- Academic Challenges (off week Tue, Thurs or half days)
- Symphony math

We have realized that all of our work has improved most of our students confidence during their school day and has been beneficial for their growth!

**The Super Scholars – Sherry Chaney &
Josdani Calderon; support teacher Telesha
Mervin**

The focus of the Super Scholars is to develop children's social, emotional and academic growth, by providing hands on experiences in a variety of different fields. Experiences such as creating relief sculptures, visiting community museums and police stations and exploring our inner chef at the California Pizza Kitchen where we baked our very own pizzas! We are learning about, accepting and embracing the wonderful diversity of our community. We are recording role playing scenes on how to persevere and the right way to handle a bullying situation if one were to arise, and much more!!

5th/6th Grades

**Olympians – Claudine Charles &
Alan Mathews; support teacher
Anthony Mazarella**

Our mission is to make sure that all kids are learning and having fun at KOED. We work very hard to keep the interest of our 5th/6th grade students who often get bored with activities. We balance free choice and independence with structure and consistency. The weekly schedules consist of read-a-louds, Project Based Learning units, Arts & Crafts, cooking activities, team sports, team building activities, spelling bees, Symphony math, health & fitness, self care, reading buddies, the Young Peoples Project and educational fieldtrips. Our 5/6 classroom has been compared to the old musical TV show "Fame."

Family Engagement and Community Events

KOED is committed to being a service to the families of our community. We attempt to work with families to create a partnership in the education of their child. KOED encourages constant and substantive family involvement in all aspects of the program. From chaperoning field trips and volunteering during the after-school day, families are encouraged to be a part of the Extended Day.

Family Engagement @ KOED includes:

- Pot luck dinners
- Dances
- Parent/caregiver and child arts and crafts nights
- Support workshops with topics such as grandparents raising grandchildren and behavior support
- Midyear and end of the year child progress reports
- Parent/caregiver conferences
- Monthly open classroom celebrations of project based learning activities

Collaborations and Resources

Expressive Arts Therapy Interns

To aid in supporting children's social and emotional growth, KOED has for each of the last 3 school years taken on 2 expressive arts therapy interns from Lesley University. Co supervised by Bucky O'Hare and Betsy Abrams, the director of DHSP's Baby U, these first year interns in the expressive arts graduate program facilitate one on one play sessions and small play groups for children who could use additional support with social interactions, who might struggle at times with the long school-after-school day or who just would benefit from some special time with a friend.

Community Collaborations

KOED collaborates with many partners.

Some include:

- King Open School
- Harrington Community School
- King Open Preschool
- Frisoli Youth Center
- Science Club for Girl's
- Tutoring Plus
- CPSD Upper school intramural program
- Young People's Project
- Cambridge Police Department
- Cambridge Fire Department
- Valenti Library
- City links, 2 high school interns assigned
- CRLS First Work, 5 high school interns assigned

assigned

KOED's progress

KOED has progressively been growing and developing to build its capacity to support children and families of the King Open School. Areas where KOED has grown over the years include:

- More sophistication and frequency of family engagement activities
- Clear definition of staff roles and responsibilities
- Empowerment of head teachers to be the key personnel in the development of the program and providers of service
- Strengthening and institutionalizing of the after-school enrichment curriculum and project based learning units
- Strengthening and institutionalizing of the work that head teachers do in the King Open classrooms
- Offered educational opportunities during afterschool time that are developed in conjunction with the King Open faculty

In addition to continuing the above items, in the future KOED will be working to:

- Continue to develop and diversify enriching learning experiences during after-school
- Offer Tier 2 support to enrolled children during the King Open school day
- Strengthen and institutionalize academic interventions and educational opportunities during after-school time developed in conjunction with King Open faculty
- Partner with more community groups to support children's sense of community

King Open Extended Day

850 Cambridge St.
Cambridge, MA 02141
617-349-6078

Bucky O'Hare
Program Manager
617-349-4469
bohare@cambridgema.gov